***Spanish***

Fifth and sixth grade studentsparticipate in World Language Classes daily for **(state minutes).**  The curriculum addresses each of the World-Readiness Standards for Learning Languages — communication, cultures, connections, comparisons and community. The instructional goals for each thematic unit integrate language, culture and content in age-appropriate ways. Assessment focuses on what students can do with the language and language classes are taught almost entirely in Spanish. It is important that both teachers and students use the target language in class. Students may be tempted to state that they do not understand the language that is being used, but they have been given strategies for indicating that they are confused so that any confusion can be addressed. At this level, teachers routinely use gestures, images, realia and other tools to make language comprehensible.

**Performance Goals**

In this first year of the new program, both 5th and 6th graders will work with the same curriculum. Sixth graders may be able to handle some of the tasks at slightly higher levels based on previous learning.

By the end of fifth and sixth grade, students will be able to communicate using phrases and sentences on topics they have studied in class. They will understand the Spanish that their teacher uses when working with phrases and sentences in familiar contexts and will be able to understand familiar language in authentic texts. They will communicate in sentences and will begin to extend a conversation by using memorized questions.

Your student has a copy of the performance desciptors for each mode of communication that further explains the goals that are summarized here.

**Unit 1: Let’s Explore Mexico**

Essential Question: What makes a place special?

Students will begin by considering where Spanish is spoken in the world before exploring the geography and culture of Mexico by visiting three distinct areas – Oaxaca, Mexico City and the Yucatan.  They will discuss places to go and things to do in each location as they begin to consider personal preferences. They will also dicuss food, animals and other unique characteristics. They will talk with others commenting on what they like and don’t like to do. Finally, students will express which area discussed in class they would like to visit considering both cultural attractions and activities that are of interest to them. As they travel they will create a “scrapbook” that they will share with others.

**Unit 2: Amazon Rainforest**

Essential Question: What makes the rainforest unique?

Students will take an imaginary trip to the Amazon Rainforest. They will begin their journey by describing the climate and weather in their current location and in the rainforest. They will create a list of rainforest animals and different plants and talk about what makes each different species unique.  They will describe the different animals commenting on what each animal eats, how they move, and will name characteristics that are unique to each animal. Finally, they will describe the Amazon River and Rainforest and will explain why they want or don’t want to visit the region.

Or

**Unit 2: Endangered Species**

Essential Question: Why is biodiversity imporant?

Students will be able to speak about an endangered species and will be able to persuade others to help that animal. Students will begin by creating a list of endangered animals. They will be able to name and describe several animals. They will also be able to say where the animal lives and identify simple reasons why animals are endangered by discussing both climate and weather as it relates to the habitat of the animal. Students will transfer what they have learned to develop a campaign to save an endangered species. Or